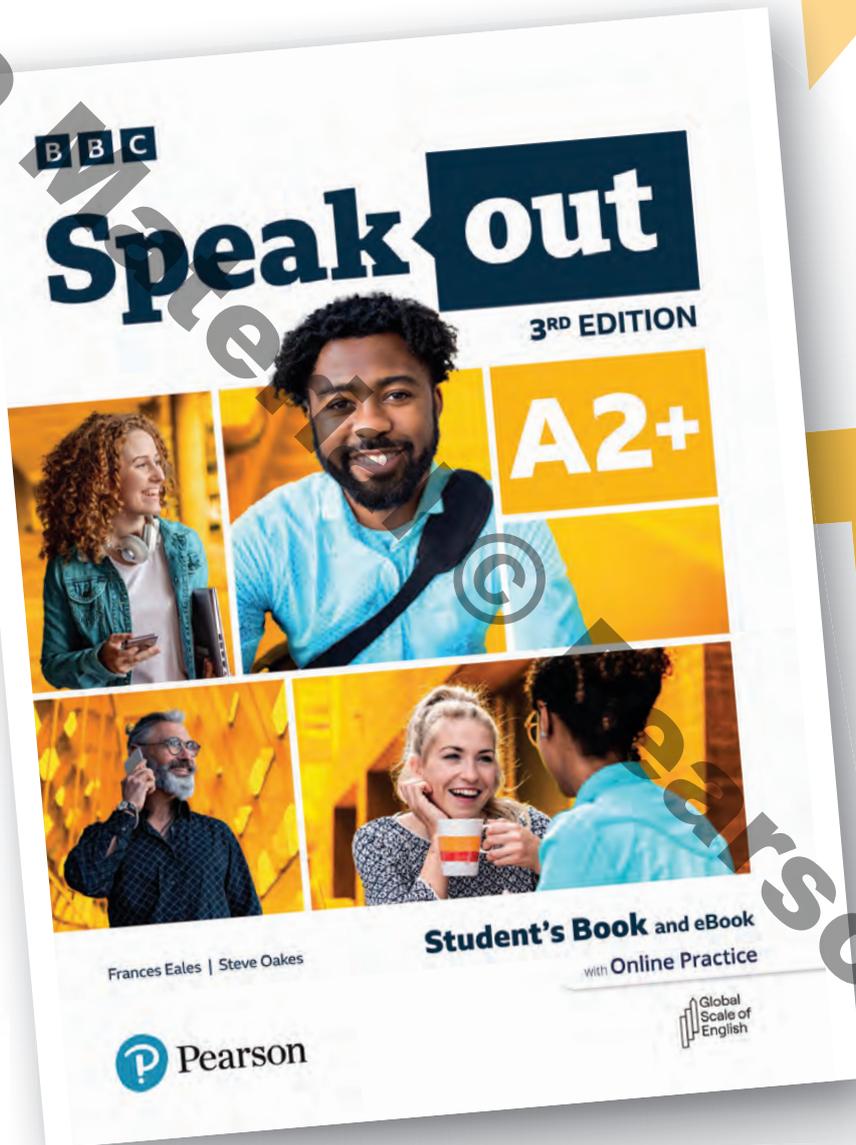




Fast-track your progress

## GSE MAPPING BOOKLET

Alignment with the Global Scale of English  
and the Common European Framework of Reference



GSE, *Speakout 3rd Edition A2+* – Published 2023

# Speakout

Welcome to the new edition of our best-selling, eight-level general English course for adults, designed for in-class, online and hybrid use. Developed in partnership with BBC Studios, *Speakout 3<sup>rd</sup> Edition* is the go-to course for teachers looking for comprehensive four-skills coverage, with a particular emphasis on developing learners' confidence in speaking.

*Speakout 3<sup>rd</sup> Edition* is the result of extensive research with users of *Speakout 2nd Edition* from around the world. It builds on the tried-and-tested methodology of the series, but has been brought up to date with 100% new content, a revised syllabus based on the Global Scale of English and a fresh new look and feel. With a clearer layout and lesson flow, and an enhanced digital environment offering even more flexibility, the new edition Presentation Tool and Student's eBook can be used on any device – computer, tablet and mobile phone – and all activities from the eBook and the Online Practice report to the gradebook.

We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation syllabus, and interactive speaking practice activities which provide students with out-of-class, on-the-go speaking practice.

*Speakout 3<sup>rd</sup> Edition* features all-new BBC programme clips, street interviews, and vlogs filmed by people from around the world, all of which bring authenticity to the course and encourage students to be more motivated and confident in learning English. The Global Scale of English is embedded in the course, making it clear for learners and teachers why they are doing every task as well as providing a tangible framework for assessment and measurement of progress. 'How to ...' lessons and Future Skills boxes bring real-world strategies into the course, meaning that employability and personal growth are embedded within the lesson content. There are also independent Mediation lessons at the back of every Student's Book from A2 to C1–C2 to further develop learners' soft and employability skills. The course is also mapped to the Adult Benchmark Tests, which provide clear, at-a-glance reporting, helping learners become more purposeful about their learning, and to Pearson English International Certificate, which is for learners wishing to take a test that gives them a proficiency certificate.

Accessibility is of paramount importance for *Speakout 3<sup>rd</sup> Edition*, as we are committed as a company to providing education which is available to all. We offer extensive support for learners with many different accessibility needs, such as:

- All our digital content has an accessibility layer powered by a built-in screenreader, that allows the learners to fully engage with the exercises and complete them successfully. We also offer a 'keyboard navigation only' mode.
- All informative images are equipped with Alternative text suitable for the learners' level.
- Media players are equipped with speed changing capability, as well as dynamic transcripts for audios, and subtitles and transcripts for videos.
- Content can be resized up to 400% without the disruption in user experience and a high contrast theme can be applied.
- Accessibility support for print components including audio support on reading texts for the visually impaired and guidance for teachers on how to help students with Dyslexia.

## Mediation and Online interaction

Students strengthen their mediation skills as shown in a separate table on page 17. In addition, there are references to online interaction tasks in the Student's Book and support material, whereby students practice online conversation and discussion, and goal-oriented online transactions and collaboration.

### Course components

- Student's Book and eBook with Online Practice
- Student's eBook with Online Practice Access Code
- Workbook with key
- Teacher's Book with Teacher's Portal Access Code
- Teacher's Portal Access Code

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## The Global Scale of English

The GSE is a numerical scale which measures English language proficiency. It is also a framework of Learning Objectives that describes what a student can do at every level of proficiency on the scale for each of the four skills: listening, reading, speaking and writing. The GSE enables teachers and learners to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

It is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

GSE helps teachers to find the right course materials for the exact level and learning goals of their students. The chart below shows the range of objectives that are covered within the content. Knowing this helps you select course materials with the right level of support and challenge for your learners to help them make progress.

*Speakout 3<sup>rd</sup> Edition* has been created using the GSE Learning Objectives for Adult Learners. These have been used to ensure that the content and activities are at the correct level and have informed the lesson goals given at the start of each unit.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C <sub>A</sub> )	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(C2018 <sub>A</sub> )	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(C <sub>J</sub> <sub>A</sub> )	CEFR-J descriptor, adapted or edited
(CSE <sub>A</sub> )	Eiken descriptor, adapted or edited
(E <sub>A</sub> )	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000 <sub>A</sub> )	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W <sub>A</sub> )	WIDA ELD Standards (2012), adapted or edited

*Speakout 3<sup>rd</sup> Edition* is aligned with the Global Scale of English and the Common European Framework of reference. It takes learners from CEFR A1 to C1–C2 (22–90 on the Global Scale of English).

Speakout 3 <sup>rd</sup> Edition	GSE	Benchmark	Pearson English International Certificate
A1	22–32	Benchmark Test A	A1
A2	30–38	Benchmark Test A	Level 1 (A2)
A2+	36–44	Benchmark Test A	Level 1 (A2)
B1	42–52	Benchmark Test B1	Level 2 (B1)
B1+	50–60	Benchmark Test B1	Level 2 (B1)
B2	58–67	Benchmark Test B2	Level 3 (B2)
B2+	64–76	Benchmark Test B2	Level 3 (B2)
C1–C2	73–90	Benchmark Test C	Level 4 (C1) & Level 5 (C2)

Visit <https://www.pearson.com/english/about-us/global-scale-of-english.html> to learn more about the Global Scale of English.

### Measuring proficiency using the Global Scale of English

The GSE underpins everything we create at Pearson English, including coursebooks and assessments.

By using our Benchmark assessments alongside *Speakout 3<sup>rd</sup> Edition*, you will be able to see the progress being made by students during their course of study. You will also receive rich score reports which identify strengths and areas for improvement along with recommendations on how to address these areas using *Speakout 3<sup>rd</sup> Edition*. For this level of *Speakout 3<sup>rd</sup> Edition*, we recommend English Benchmark Test A.

Your students may also want to take a test that gives them a proficiency certificate. For this level of *Speakout 3<sup>rd</sup> Edition*, we recommend Pearson English International Certificate (PTE General) Level 1 (A2).

Find out more about our assessments at <https://www.pearson.com/english/assessment.html>

### Using the information in this teacher mapping booklet

The GSE teacher mapping booklet lists the key Learning Objectives for listening, reading, speaking and writing covered in *Speakout 3<sup>rd</sup> Edition*, unit by unit. There are several ways in which this information can be used:

- This list of Learning Objectives is more complete than the list of learning goals given in the unit opener. On the way to mastering those learning goals, students will practice a number of subskills, which may not be the main focus of the lesson. They will also revisit previous skills that, again, will not necessarily be the main focus of the lesson. The teacher mapping booklet list gives you a more complete picture of what is being studied
- The list can be used to support any reporting that you have to do (e.g., for students or for admin purposes)
- It also allows you to navigate a pathway through the course content for those classes where you do not want to (or do not have the time to) cover everything. The Learning Objectives enable you to see quickly the language functions that are most relevant to your students

### The GSE Teacher Toolkit

This is a free online database that gives you easy access to all the GSE Learning Objectives, GSE Grammar, GSE Vocabulary and the GSE Text Analyzer (to estimate the GSE level of a written text).

Access the database at <https://www.english.com/gse/teacher-toolkit/user/lo>.

The GSE Teacher Toolkit is a searchable database that will save you time when planning lessons:

- Explore GSE Learning Objectives that are at the same level as your coursebook – to make lessons relevant to your particular students or to provide additional practice at the appropriate level of proficiency
- Search the GSE Grammar database to find lesson plans and worksheets that supplement the grammar in your coursebook – as additional or remedial practice
- Examine the GSE Vocabulary database by topic to find additional vocabulary items and phrases
- Cut and paste a reading text into the GSE Text Analyzer to check that it is at the right level of challenge for your students.

## Speakout and the Global Scale of English

The following tables provide an overview of the GSE learning objectives that underpin each unit. The primary learning objectives are highlighted in **bold**.

### UNIT 1 my life

**GRAMMAR:** questions • present simple and continuous • verb + *ing* form

**VOCABULARY:** common verbs • everyday activities • job phrases • jobs • feelings

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	<b>Can understand the main ideas in a simple work-related news story, given visual support. (P)</b>	40	A2+ (36–42)	1B	11
	<b>Can follow a simple conversation or narrative about familiar, everyday activities. (P)</b>	36	A2+ (36–42)	1C, 1D	13, 14
Speaking	<b>Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)</b>	36	A2+ (36–42)	1A	9
	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	1A	8
	<b>Can initiate, maintain and close simple, restricted face-to-face conversations. (N2000)</b>	39	A2+ (36–42)	1A	9
	<b>Can ask and answer questions about habits and routines. (C)</b>	38	A2+ (36–42)	1B	11
	<b>Can describe habits and routines. (CA)</b>	38	A2+ (36–42)	1B	11
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 <sub>A</sub> )	38	A2+ (36–42)	1B	11
	<b>Can express how they feel in simple terms. (CA)</b>	38	A2+ (36–42)	1C, 1D	12, 15
	<b>Can use simple fixed expressions to give encouragement (e.g. 'You can do it!') (P)</b>	39	A2+ (36–42)	1C	13
	<b>Can give compliments, using fixed expressions. (P)</b>	37	A2+ (36–42)	1C	13
	<b>Can use some basic interjections to express understanding, surprise, disappointment, and excitement. (P)</b>	42	A2+ (36–42)	1C	13
<b>Can answer simple questions and respond to simple statements in an interview. (C)</b>	37	A2+ (36–42)	1D	15	

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Reading	<b>Can identify specific information in simple letters, brochures and short articles. (CA)</b>	37	A2+ (36-42)	1A	8
Writing	<b>Can write short, simple notes, emails and messages relating to everyday matters. (CA)</b>	38	A2+ (36-42)	1B	11
	<b>Can write descriptions of everyday personal experiences. (P)</b>	41	A2+ (36-42)	1D	15
	Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. (C2018)	42	A2+ (36-42)	1D	15

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## UNIT 2 help

**GRAMMAR:** past simple and continuous • definite article: *the* • *all, some, both, none of them*

**VOCABULARY:** animals • air travel • at the airport • actions

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	<b>Can follow the sequence of events in a short, simple dialogue or narrative. (P)</b>	37	A2+ (36–42)	2A, 2D	18, 24
	<b>Can get the gist of short, simple stories if told slowly and clearly. (P)</b>	37	A2+ (36–42)	2A	18
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	36	A2+ (36–42)	2C	23
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	2D	25
Speaking	<b>Can describe very basic events in the past using simple linking words (e.g. 'then', 'next'). (P)</b>	38	A2+ (36–42)	2A	19
	<b>Can tell a story or describe something in a simple list of points. (C)</b>	40	A2+ (36–42)	2A, 2B	19, 21
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	2B	21
	Can describe events, real or imagined. (C)	47	B1 (43–50)	2C	23
	<b>Can make and accept offers. (N2000)</b>	36	A2+ (36–42)	2C	23
	<b>Can get information from a tourist office of a straightforward, non-specialised nature. (C<sub>A</sub>)</b>	39	A2+ (36–42)	2C	23
	<b>Can communicate in routine tasks requiring simple, direct exchanges of information. (C<sub>A</sub>)</b>	36	A2+ (36–42)	2D	25
	Can initiate, maintain and close simple, restricted face-to-face conversations.	36	A2+ (36–42)	2D	25
	Can say how they or someone else feels, giving brief reasons. (P)	40	A2+ (36–42)	2D	25
	Reading	<b>Can understand short, simple narrative texts. (CSE<sub>A</sub>)</b>	37	A2+ (36–42)	2B, 2D
Can make basic inferences from simple information in a short text. (P)		38	A2+ (36–42)	2B	21
Can identify specific information in a simple factual text. (P)		39	A2+ (36–42)	2D	25
Writing	<b>Can write short basic descriptions of past events and activities. (P)</b>	39	A2+ (36–42)	2A	19
	<b>Can write a simple story or description of an event using basic time expressions. (P)</b>	40	A2+ (36–42)	2A	19
	<b>Can make simple comparisons between people, places or things. (P)</b>	36	A2+ (36–42)	2D	25

## UNIT 3 learn

**GRAMMAR:** *have to, don't have to, can't* • subject and object questions • *had to, didn't have to, couldn't*

**VOCABULARY:** knowing • understanding and thinking • school and university subjects • positive adjectives • location, position and movement

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	<b>Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)</b>	39	A2+ (36–42)	3B	30
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	36	A2+ (36–42)	3B, 3C	30, 33
	<b>Can identify activities occurring in the past in short, simple dialogues. (P)</b>	37	A2+ (36–42)	3D	34
Speaking	<b>Can give simple reasons to explain preferences, given a model. (P)</b>	39	A2+ (36–42)	3A	29
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	3A	28
	<b>Can give the reasons for a choice, using simple language. (P)</b>	41	A2+ (36–42)	3B	31
	Can tell a story or describe something in a simple list of points. (C)	40	A2+ (36–42)	3B	31
	<b>Can give simple instructions to complete a basic task, given a model. (P)</b>	37	A2+ (36–42)	3C	33
	<b>Can ask for clarification about key words not understood, using fixed expressions. (C<sub>A</sub>)</b>	40	A2+ (36–42)	3C	33
	<b>Can ask and answer questions about past times and past activities. (C)</b>	40	A2+ (36–42)	3D	35
Reading	<b>Can understand simple details in informational texts (blogs, websites, catalogues, etc.). (P)</b>	40	A2+ (36–42)	3A	28
	Can understand a simple text about a past event. (P)	39	A2+ (36–42)	3D	35
Writing	<b>Can rewrite a simple text to correct mistakes. (P)</b>	42	A2+ (36–42)	3B	31
	Can prepare a simple questionnaire in order to gather data. (P)	48	B1 (43–50)	3B	31
	<b>Can write a basic description of experiences, feelings and reactions, given a model. (P)</b>	44	B1 (43–50)	3D	35
	<b>Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. (C2018)</b>	42	A2+ (36–42)	3D	35

## UNIT 4 try this

**GRAMMAR:** present perfect simple (1) • comparatives and superlatives • verbs of sensation + adjective or *like*

**VOCABULARY:** irregular past participles • travel • travel phrases • giving gifts

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can identify activities occurring in the past in short, simple dialogues. (P)	37	A2+ (36–42)	4A	38
	Can recognise when speakers agree in a conversation conducted slowly and clearly. (P)	36	A2+ (36–42)	4C	43
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	4D	44
Speaking	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	4A	39
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000,1)	38	A2+ (36–42)	4A	39
	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	4B	41
	Can give simple reasons to explain preferences, given a model. (P)	39	A2+ (36–42)	4B	41
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	4C	43
	Can give a simple description of how to carry out an everyday process (e.g. a recipe). (P)	40	A2+ (36–42)	4D	45
Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	4B	40
Writing	Can write descriptions of everyday personal experiences. (P)	41	A2+ (36–42)	4A	39
	Can signal contrast in a simple text with a limited range of language. (P)	39	A2+ (36–42)	4A	39
	Can write a description of a simple everyday process (e.g. a recipe). (P)	38	A2+ (36–42)	4D	45

## UNIT 5 things

**GRAMMAR:** possessive pronouns, *whose, this/that, there/then* • quantifiers • verbs with two objects

**VOCABULARY:** money and value • countable and uncountable nouns • common adjectives

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can understand the main points of a short, informal interview on a familiar topic. (P)	42	A2+ (36–42)	5B	50
	Can recognise some basic fixed expressions to describe products or services, given help with vocabulary. (P)	34	A2 (30–35)	5C	53
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	5D	54
Speaking	Can tell a story or describe something in a simple list of points. (C)	40	A2+ (36–42)	5A	49
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N200 <sub>A</sub> )	38	A2+ (36–42)	5A	49
	Can give a short, basic description of events and activities. (C)	42	A2+ (36–42)	5B	51
	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	5C	53
	Can read out a short, rehearsed statement (e.g. introduce a speaker, propose a toast). (C <sub>A</sub> )	38	A2+ (36–42)	5C	53
	Can make a short rehearsed announcement on a familiar topic. (C <sub>A</sub> )	40	A2+ (36–42)	5C	53
	Can compare their own and others' possessions using simple language. (C <sub>A</sub> )	37	A2+ (36–42)	5D	55
	Can talk about personal possessions, including household pets. (N2000 <sub>A</sub> )	41	A2+ (36–42)	5D	55
	Can understand a simple text about a past event. (P)	39	A2+ (36–42)	5A, 5C	48, 52
Writing	Can write a short description of a trip or event. (P)	42	A2+ (36–42)	5A	49
	Can make basic informal suggestions in writing. (P)	42	A2+ (36–42)	5D	55

## UNIT 6 fit and well

**GRAMMAR:** adverbs of frequency and manner • present perfect simple • *be* + adjective + *to* infinitive

**VOCABULARY:** sports collocations (*play, do, go*) • actions • physical actions • health and illness • the body and symptoms

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	6B	60
	Can understand basic medical advice. (P)	42	A2+ (36–42)	6C	63
	Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36–42)	6D	64
Speaking	Can give the reasons for a choice, using simple language. (P)	41	A2+ (36–42)	6A	59
	Can say how they or someone else feels, giving brief reasons. (P)	40	A2+ (36–42)	6B	61
	Can ask and talk about very basic symptoms and ailments (e.g. cold, flu). (P)	36	A2+ (36–42)	6C	63
	Can talk about an event in the past using fixed expressions, given a model. (P)	38	A2+ (36–42)	6D	65
Reading	Can understand basic opinions expressed in simple language in short texts. (P)	38	A2+ (36–42)	6A	58
	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	6C	62
Writing	Can use appropriate openings and endings in simple informal emails. (P)	40	A2+ (36–42)	6B	61
	Can write about everyday things (e.g. people, places, job, study) in linked sentences. (CA)	41	A2+ (36–42)	6B	61
	Can write a short description of a trip or event. (P)	42	A2+ (36–42)	6D	65

## UNIT 7 downtime

**GRAMMAR:** present continuous for future arrangements • other future forms • indefinite pronouns: *someone, nothing, anywhere* etc • adverbial and prepositional phrases

**VOCABULARY:** going out and staying in • eating out and eating in • containers • permission

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	<b>Can understand enough to manage simple routine exchanges without undue effort. (C)</b>	40	A2+ (36–42)	7A	69
	Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36–42)	7A	69
	<b>Can understand the main points of a short, informal interview on a familiar topic. (P)</b>	42	A2+ (36–42)	7D	74
Speaking	<b>Can make simple future arrangements and plans with reference to a diary or schedule. (P)</b>	42	A2+ (36–42)	7A	69
	Can talk about plans for the near future in a simple way. (P)	39	A2+ (36–42)	7A	69
	Can discuss what to do and where to go, and make arrangements to meet. (C)	36	A2+ (36–42)	7A	69
	Can make an invitation including information about the time and location. (P)	37	A2+ (36–42)	7A	69
	<b>Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. (C2018)</b>	44	B1 (43–50)	7B	71
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	7B	71
	<b>Can ask for and give or refuse permission. (N2000)</b>	40	A2+ (36–42)	7C	73
	<b>Can participate in short conversations in routine contexts on topics of interest. (C)</b>	41	A2+ (36–42)	7D	75
	Reading	<b>Can scan a simple text, identifying the main topic(s). (P)</b>	40	A2+ (36–42)	7B
Can understand simple details in informational texts (blogs, websites, catalogues, etc.). (P)		40	A2+ (36–42)	7C	72
Can understand basic opinions expressed in simple language in short texts. (P)		38	A2+ (36–42)	7D	75

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Writing	Can write simple texts or emails making arrangements to meet, given a model. (P)	40	A2+ (36–42)	7A	69
	Can write a simple email to confirm information about a meeting (times, dates, etc). (P)	38	A2+ (36–42)	7A	69
	Can write simple sentences about a future trip or event. (P)	40	A2+ (36–42)	7A	69
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	7D	75

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## UNIT 8 tomorrow

**GRAMMAR:** *will* for predictions • first conditional • word building: nouns to adjectives

**VOCABULARY:** change • attitudes • the environment

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Listening	<b>Can recognise simple expressions of agreement and disagreement in short discussions, if conducted slowly and clearly. (P)</b>	37	A2+ (36–42)	8B	80
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36–42)	8B	80
	<b>Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience. (P)</b>	48	B1 (43–50)	8D	84
Speaking	<b>Can make simple predictions about the future. (P)</b>	42	A2+ (36–42)	8A	79
	<b>Can discuss what to do next using simple phrases. (CA)</b>	41	A2+ (36–42)	8B	81
	<b>Can initiate, maintain and close simple, restricted face-to-face conversations. (N2000)</b>	39	A2+ (36–42)	8C	83
	<b>Can participate in short conversations in routine contexts on topics of interest. (C)</b>	41	A2+ (36–42)	8C	83
	<b>Can show interest in conversation using fixed expressions. (P)</b>	41	A2+ (36–42)	8C	83
	<b>Can check or clarify information using some simple fixed expressions. (P)</b>	41	A2+ (36–42)	8C	83
	<b>Can use some basic interjections to express understanding, surprise, disappointment, and excitement. (P)</b>	42	A2+ (36–42)	8D	85
Reading	<b>Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)</b>	38	A2+ (36–42)	8A	79
	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30–35)	8C	82
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	8C	83
	Can understand basic opinions expressed in simple language in short texts. (P)	38	A2+ (36–42)	8D	85

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Writing	Can make basic informal suggestions in writing. (P)	42	A2+ (36–42)	8B	81
	Can write simple texts giving key information about their culture (e.g. food, national holidays, festivals). (CSE <sub>A</sub> )	42	A2+ (36–42)	8D	85
	Can make simple, logical paragraph breaks in a longer text. (P)	45	B1 (43–50)	8D	85

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## Mediation in *Speakout*

In 2018, the Council of Europe released the **CEFR Companion Volume with New Descriptors** – a set of new Can Do statements to complement the original 2001 publication. A key focus for this new set of descriptors is **Mediation**.

When most people think of Mediation, they either think about disputes (resolving conflict between two parties) or, in the context of language, they think of translation and interpreting. Both are true (and included in the new CEFR descriptors), but the term is used more broadly here to cover spoken and written language functions in which the learner is conveying and interpreting meaning. Mediation descriptors may be new to the CEFR, but mediation itself is not new. It is a common part of everyday language use – making communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarising, paraphrasing or interpreting the information for a different audience.

For more information about Mediation and to access the full set of new descriptors, go to: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

The following table provides an overview of the Mediation descriptors that are covered in *Speakout 3<sup>rd</sup> Edition* the Mediation Bank. All of these Mediation descriptors are © Council of Europe, 2018.

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+ (36–42)	2C	153
	Can ensure that the person he/she is addressing understands what he/she means by asking appropriate questions.	39	A2+ (36–42)	3C	154
	Can relay specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails).	48	B1 (43–50)	6C	157
	Can interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident.	40	A2+ (36–42)	8C	159

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	LESSON(S)	PAGE(S)
Writing	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are composed in simple everyday language.	40	A2+ (36-42)	1C	152
	Can list as a series of bullet points the relevant information contained in short simple texts, provided the texts concern concrete, familiar subjects and contain only simple everyday language	42	A2+ (36-42)	4C	155
	Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.	49	B1 (43-50)	5C	156
	Can report the main points made in simple TV or radio news items reporting events, sports, accidents, etc., provided the topics concerned are familiar and the delivery is slow and clear.	42	A2+ (36-42)	7C	158

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